Examiners' Report
Lead Examiner Feedback

June 2022

Pearson BTEC Nationals
In Applied Human Biology (21327L)
Unit 3: Human Biology and Health Issues

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link

Awarding BTEC qualifications in 2022

Ofqual has set out their plans for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners. BTEC courses have a different structure and design to academic qualifications - BTECs are modular qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which

are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found on our website and via our Social Media channels.

Introduction

This was the fourth sitting of unit 3. The topic was sexual transmitted diseases (STIs).

Although learners were not aware of the topic of the article prior to the examination, they were able to develop the skills required to provide well-developed and structured responses to the tasks and draw their knowledge and understanding from the unit into their responses.
Learners seemed to be prepared for the expected questions and most seemed to use the preparation time effectively by annotating the article to highlight ideas which could then be used to frame their responses.

There was evidence throughout the responses that learners are using acronyms as a way to remember how to structure their response and provide appropriate depth and knowledge, such as:

P.E.R.C.Y. – Point, Explain, Reference, Contrast (positive/negative), Why

R.A.V.E.N.- Reputation, Ability to Observe, Vested interest, Expertise, Neutrality

And,

PEEL- Point, Explain, Example, Link.

Introduction to the Overall Performance of the Unit

The learners seemed to respond to the questions according to the number of marks, rather than in the order presented, and so question 4 was often left blank.

Learners performed well in the following areas:

Question 1– identifying evidence, such as sample size, gender bias, geographical location, etc. from the article to discuss the validity of the judgements being made.

Question 2 – discussing implications from the scientific issues.

Question 3 – identifying different organisations or individuals from the article and discussion of the influence of the NHS.

Question 5– selecting an appropriate format and tone for the target audience.

Learners could have performed better in the following areas:

Question 1 –explaining how the flaws within the evidence positively or negatively affect the validity of the judgements being made within the article.

Question 2 – linking different impact areas.

Question 3 – explaining the sphere of influence of the identified organisations or individuals.

Question 5 – using appropriate information from the article to support their own article in response to the given title.

The specification and sample assessment materials (SAMs) located on the BTEC National qualification webpage can be found here.

Individual Questions

Question 1

Discuss how the article uses scientific information to present the sexually transmitted infection (STI) issue.

(12 marks)

The learners have developed their skills in critiquing the article. The majority of learners seemed to be capable of discussing the evidence in the article, especially in regard to validity and reliability. Although a few commented on how the data had been presented, discussing the quality of the graphs, this does not always indicate validity but could affect clarity, and higher-level learners showed an appreciation of this.

Most learners worked their way through each figure and discussed if it was valid or reliable. Occasional reference was made to the data being solely sourced from the UK and the fact that it was not recently obtained.

In general, the NHS, government and WHO were regarded as reliable, trustworthy sources, as were the charities. However, learners did not consider that a charity might have a particular cause or agenda that might bias their data. The media were almost universally regarded as unreliable and sensationalist, including the BBC.

Most responses were in the middle two bands. Stronger responses contained an explanation as to how the information supports their judgements and covered a wide range of different aspects from gender, stigma, to the National Curriculum and funding. Weaker responses gave vague ideas with limited discussions and made generic points rather than focussing on specifics given in the article.

Example and justification: *This response was awarded Level 1, 2 marks.*

This is a very generic response. This is a limited discussion that contains generic assertions rather than considering relevant aspects for the given article.

Set Task

Answer all activities in the spaces provided.

The activities in this task are based on the article.

Use the article and your knowledge and understanding of applied human biology principles, procedures and techniques to support your answers.

1 Discuss how the article uses scientific information to present the sexually transmitted infection (STI) issue.

In your answer, you should consider:

- how the article has interpreted and analysed scientific information to support the conclusions/judgements being made
- validity and reliability.

(12)

~~There~~ The article states that there has been a significant rose of STI's from 2009 - 2018. with millions of new cases per day there are 3 main STI's in the UK. those being, Syphilis, Chlamydea and gonorrhea.

The article has described the effects, causes, treatments of 2 of the diseases stated that were the main STI's but left out information on gonorrhea. This makes the article a lot less valid as it doesn't have all the data needed to complete the article. However the article references from 15 different sources gathering lots of information on the 2 diseases they ~~data~~ did write about. This makes it

reliable and makes it quantitative data. This is because the data isn't opinion based because it includes graphs, numbers, statistics and actual data.

However there were to many negatives from information you could believe that some of the information is wrong or outdated. As there was no current stats involved or less years stats even meaning some information is outdated and may not be valid in very recent years.

In conclusion I think that this information provided brings a good understanding upon STI's. But there needs to be more information on others and more recent research and statistics to really secure the validity of the quantative data provided.

Example and justification: *This response was awarded Level 2, 6 marks.*

Marks could be awarded for a plan written by the learner at the start of the response, even if the points were not then elaborated upon within the learner's prose. However, without development of the points a plan alone would restrict the level of the response.
Here the learner has considered each point in their plan and built a statement about it. There are some generic points about the graph.
The date and origin of the sources of information are considered but the lines of argument about this are incomplete to discuss validity.
With the plan, the paragraph and the final sentence, the response is a little repetitive.

(12)

para 1: The first page uses daily mail as a reference "The introduction of the article..."
para 2: Many references outdated / the article focuses on the uk but uses an american reference / no reliability
para 3: Much of the scientific information is valid therefor reliable
para 4: although many points are not backed up by Scientific evidence
para 5: Graphs used / outdated but from reliable sources
para 6: Conclusion on whether the the article is reliable and valid

During the introduction to the article The daily mail is used as a reference to publish a graph in which discribes the rate of infection of Syphilis in the uk, this is not very reliable as the daily mail can be seen as a tabloid which does not have any Scientific backing, although a reference from the WHO is used discribing the estimated STI cases the world daily. This shows the Article may shower validity in some respects it does lack reliability in others.

Another point which is seen is that the article uses many out of date references from studies and health organisations to present the sexually transmitted infection issue, for example many of the references are from 2019 and 2018 which lacks both reliability and validity due to how old they are, another point to add is that the UK focuses on the STI crisis in the UK but then proceeds to use an american reference which has completely different statistics when compared to the UK, which shows a lack in validity.

Although due to many of the sources being from scientific backgrounds such as the NHS much of the scientific information can be seen as reliable, for example a reference to the NHS is used to describe how sexually transmitted diseases are passed from one to another through sexual contact.

There are many paragraphs throughout the article that state information but do not actually have any scientific evidence to back them, meaning that much of the article is invalid and unreliable as information from no sources are being used.

Many of the graphs through the article are used to support and visualise the spread of sexually transmitted infections in the UK, all the graphs used are from reliable sources that are using real scientific information to discribe the rate of the infections, although these sources are outdated leading to the information used in graphs to be invalid.

As a whole the article uses creditable resources such as the WHO and the NHS and many other reliable sources, but much of the information used is invalid making the article as a whole unreliable.

Example and justification: *This response was awarded Level 4, 10 marks.*

There is sufficient work to award 10 marks, if only just. The lines of argument are slightly underdeveloped, but there is an attempt to explain why sample size is important in that they have stated the sample size is large. They have suggested that recent data is important as, although only 4 years ago, there are developments every day and so data could be outdated.
The learner has picked out some key points regarding validity and mentioned the effect the sources can have on validity. Some points from the article, particularly about chlamydia, have been used to explain that the data provided does support the conclusions and so attempts to consider the overall validity of the article.

Set Task

Answer all activities in the spaces provided.

The activities in this task are based on the article.

Use the article and your knowledge and understanding of applied human biology principles, procedures and techniques to support your answers.

1 Discuss how the article uses scientific information to present the sexually transmitted infection (STI) issue.

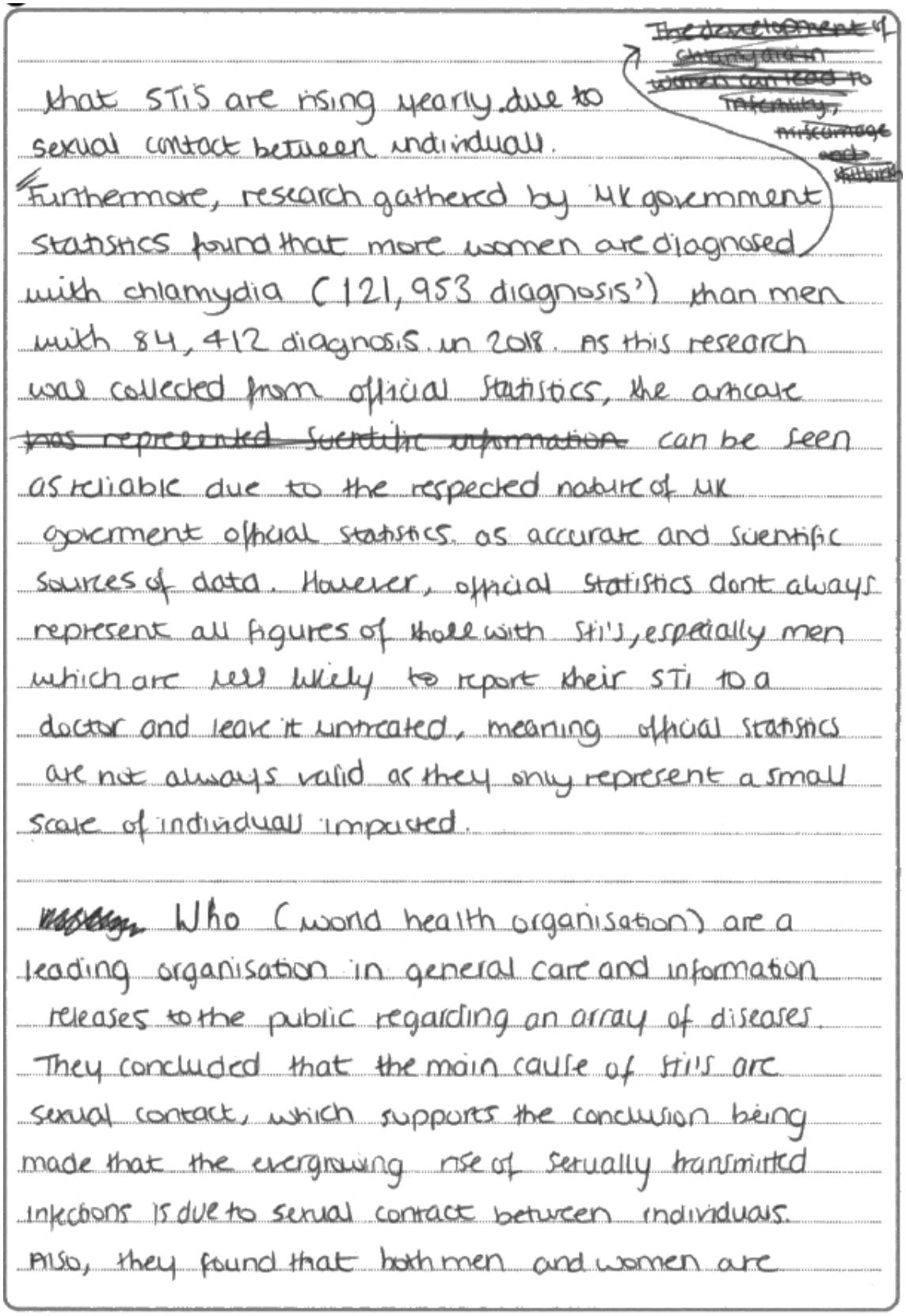
In your answer, you should consider:

- how the article has interpreted and analysed scientific information to support the conclusions/judgements being made
- validity and reliability.

(12)

The articale regarding sexually transmitted infections is aimed at a non-scientific audience that should be more educated on the cause of STI's. However, the articale does not analyse all the causes of STI's and instead only blames it on sexual contact. Therefore, the articale lacks scientific credibility. as factors such as unprotected sex and sharing sex objects (toys) is also a leading influence in the cause of STI's.

Also, figure 1, which was reported research by the Daily mail but conducted by the terrence higgins trust provided evidence that there had been a 165% increase in syphillis from 2009 and 2018 with more cases being in men than women. As the study was conducted by a leading health charity, the data provided is highly reliable, also supporting the conclusion



that STIS are rising yearly due to sexual contact between individuall.

Furthermore, research gathered by UK goverment statistics found that more women are diagnosed with chlamydia (121,953 diagnosis') than men with 84,412 diagnosis in 2018. As this research was collected from official statistics, the article ~~has represented scientific information~~ can be seen as reliable due to the respected nature of UK goverment official statistics as accurate and scientific sources of data. However, official statistics dont always represent all figures of those with STI's, especially men which are less likely to report their STI to a doctor and leave it untreated, meaning official statistics are not always valid as they only represent a small scale of individuall impacted.

Who (word health organisation) are a leading organisation in general care and information releases to the public regarding an array of diseases. They concluded that the main cause of STI's are sexual contact, which supports the conclusion being made that the evergrowing rise of sexually transmitted infections is due to sexual contact between individuals. Also, they found that both men and women are

affected, but more so men, as from 2009 and 2018. there were over 164,000 more STI diagnosis in men than women. As this data was collected and shared publically by a highly respected and leading organisation, the data is reliable. ~~as~~ However, since most of the data / research collected on STI's is from 4+ years ago - all the data may be invalid as they dont represent the rise of STI's in modernity. where technology and treatments advance each day.

Furthermore, figure 3 was conducted by a very prestigous and respected Journal called the British Medical Journey, they conducted that women are much more likely to consult with their doctor about an STI or a potential STI compared to men, especially in regards to chlamydia which is the most common STI in women, with 121,953 diagnosis, and 84,412 in men. if chlamydia is left untreated, it can cause primary symptoms such as bleeding, pain and swelling but can progress to serious health complications such as infertility, pelvic inflammatory disorder, miscarriages and stillbirths - most which stem from sexual contact, as claimed in the conclusion of the main cause of STI's being sexual contact. Therefore, the data provided does support the conclusions being made that STI's are mostly at cause of sex.

(Total for Activity 1 = 12 marks)

Question 2
Discuss the key factors affecting the STI issue.

(16 marks)

A large number of learners gave answers that overlapped with Question 1, especially in terms of validity and reliability. Answers were generally split into economic, social, education and environmental factors – arguments for the latter being somewhat tenuous. Most learners tried to use facts from the article to back up their answers.

Many learners commented on the (negative) influence of the media, the financial impact of not testing, the influence of WHO, and the impact of education. The right to withdraw pupils from SRE was focused on a lot, although learners did not consider whether this represented a significant number of individuals, or the lack of data to indicate this.

Some learners focused on how different symptoms in men and women affected the issue.

Better responses discussed religious/cultural reasons and men having a statistical tendency to not visit their GP.

Most learners were able to pick out key factors and connect them with relevant data/information from the article. The lower band was awarded for responses which gave generic statements about the factors raised.
Better responses included a range of factors and showed how they affected both individuals and society. These responses also regularly referred back to the article throughout their answer. They included a range of factors from economic and ethical to psychological and gender issues. Responses which in addition linked these factors together scored towards the higher band for this question.

Example and justification: *This response was awarded Level 2, 4 marks.*

The learner has attempted to use the article, but they have demonstrated limited knowledge and the response contains generic assertions. This is a level 1/ 2 borderline response.

2 Discuss the key factors affecting the STI issue.

(16)

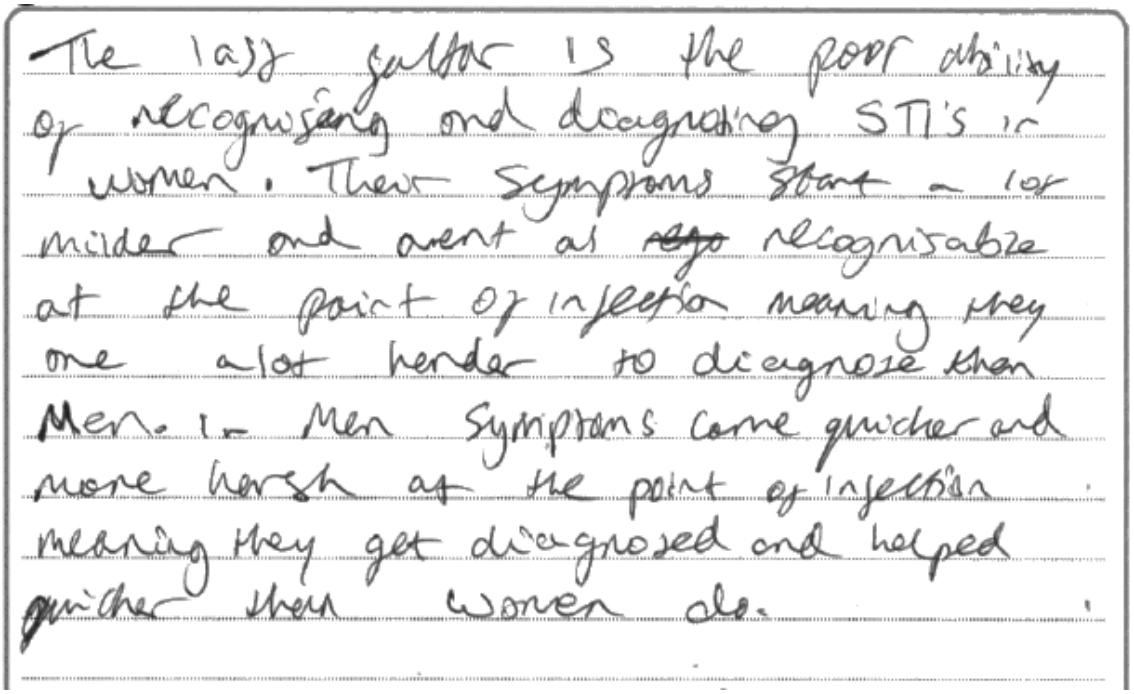
It states that in 2015 around 1 billion people had a Sexually transmitted Infection across the world. Also the World health organisation states that millions of new infections are being diagnosed everyday.

This is mainly coming up in Men because Syphilis count in men is significantly higher then in women at around 7000: 700. But in 2018 there were 121,958 new diagnoses for women with ~~chlamy~~ Chlamydia to 84,412 in men. But the data shows a lot more men are being diagnoded or tested in the recent years.

Another issue is the cut of funding and how it costs more to treat them to actually fund it so. There was a cut of £200 million meaning there was a spike of 72,299 new cases meaning there the cost inflated to £363 million.

Another factor would be the media
heavy influence because they negatively
portray STI testing and screening. They
do this via scare stories like 'Super
gonorrhea' and other cases. The media
influenced 160,000 fewer test due to the
publicity scare of chlamydia testing. This is
around a 5% decrease of testing in 2016.
This stops people from getting help they may
need but can help practice ~~set~~ safe sex
more regularly as the scare for STI's is
deemed shameful.

The lack of educational services from schools
on STI's and safe sex is another big
problem. Many teenagers may not know how to
practice safe sex or how to look or test
for regular STI's. Also the parents can
pull kids out of these classes not
making them compulsory is another flaw in
the sexual education system because then
teenagers and young adults won't know what
to do if they get an STI.


The last factor is the poor ability of recognising and diagnosing STI's in women. These symptoms start ~~a~~ lot milder and aren't as ~~easy~~ recognisable at the point of infection meaning they are a lot harder to diagnose than Men. In Men symptoms come quicker and more harsh at the point of infection meaning they get diagnosed and helped quicker than women do.

Example and justification: *This response was awarded Level 3, 9 marks.*

This is a band 3 response. There is a significant amount of knowledge from outside of the article. The "outside" knowledge is on topic but the learner has not explained the key factors that could be derived from the article given, and so does not reach band 4.
Economic and social factors have been given and the learner has even attempted to include an environmental issue. Ethical factors have not clearly been covered but the learner does not have to include all 4 key areas to score in a higher band.

2 Discuss the key factors affecting the STI issue.

(16)

One key factor affecting the STI issue is economical factors. For example, the article states "In 2016, funding for sexual health services ~~was cut~~ in the UK was cut by £200 million." and then goes on to state that this reportedly "led to an estimated increase of 72,299 people infected with an STI between 2016 and 2020, costing health services an extra £363 million." This is a major issue because, not only is the NHS and other health services under more economical pressure, ~~they are~~ but there are more people with STI's, being ill, due to this cut in funding. ~~There~~ This ~~may be economical factors involved, such as~~ is a major issue as the extra £200 million initially spent could prevent £363 million worth of ~~patients~~ treatment and equipment, and more importantly, prevent ~~the~~ 72,299 people potentially contracting an STI and becoming ~~ill~~ // Economic stresses around the issues of STIs are also placed on the individual, with barrier methods of contraception costing ~~on average~~ extortionate amounts. Condoms are the only ~~one~~ form of contraception which also protects you from STIs, and yet the ~~most~~ consumed brand, Durex, is, on average, £10 for a box of 10 condoms. For a minimum wage 16 year old, that's over 2 hours work and not something that's easily affordable, especially with the cost of living crisis. In order to reduce economic factors, there should be increased funding into sexual health services and schools, so that they can ~~providing condoms~~ provide free condoms to students.

Another key factor ~~[illegible]~~ affecting the issue of STI's is society. Social factors play a big part in noticing symptoms and getting them checked. For example, the article states "the greatest barrier to obtaining the appropriate healthcare is the stigmas surrounding sex and STI's". The stigma can prevent testing, due to embarrassment and shame and causes the symptoms to not be widely reported. For other health issues, there are adverts or special episodes/features on TV to encourage you to look for the warning signs, for example, Chris Hughes getting his testicles checked for tumours on This Morning Live, raising awareness, however there are none to tell you what the early signs of chamydia or syphilis are, due to the shameful connotations surrounding it.

Social factors also come into play during education. The article states "the current National Curriculum for Sex and Relationship Education emphasises the risk of STIs ... however as of September 2020, parents will have the right to withdraw their child from this subject entirely. This is a key issue in the increase of STIs as young people may not be receiving the proper education around STI's, worsening the issue.

Another key factor is health. If people are not educated and/or ignore symptoms, STI's can be fatal. This shows how imperative it is to allow education for all and abolish the stigma. Late stage syphilis is said in the article to cause "tumours, blindness, dementia and paralysis", reinforcing the severity of the health issue.

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Lastly, environmental factors are key factors affecting the STI issue. Environmental factor may increase cases of STI's due to barrier methods being plastic. Condoms and femidoms, oral dams and other barrier methods of contraception are known to prevent sexually transmitted infections by preventing transferrance of bodily fluids, however, they are all made of plastic. Plastic takes over 4 million years to biodegrade and is a known threat to wildlife ~~natural habitats~~ and is becoming a crisis. The pacific garbage patch is bigger than ever and scientists have predicted the population of fish in the sea to have halved by 2050. Because of this, people may be hesitant when using contraception such as condoms.

Example and justification: *This response was awarded Level 4, 14 marks.*

The response demonstrates some comprehensive knowledge and understanding.
A wide range of issues have been covered for trait 3, and so is in band 4.
The learner has covered factors that affect both individuals and society.
There are sustained links back to topics from the article (this doesn't have to be quotes, but reference to points as a starting point to their factor, or used to support a factor).
Data from the article has been used appropriately.
Factors considered include economic, ethical, mental health and gender.
The response slightly lacks the links between the key factors and so has not been awarded full marks. Overall, this is a band 4 response and 14 marks have been awarded.

2 Discuss the key factors affecting the STI issue. (16)

In this article, it is written for the general public using scientific information on the health issue of STI's.
STI's are said to cause numerous health issues if you don't get the treatment suitable for it. This health issue injects your physical health such as having symptoms for syphilis is the primary stage of chancres which are firm, round and painless. In the secondary stage it moves to sore, rashes and hair loss. In the late stage, syphilis causes tumours, blindness and dementia, therefore its vital to get treatment.
Treatment can be taken when discussed with a doctor and are treated with oral or topical medication. They are also often treated with antibiotics depending on how bad the diagnosis is. The article highlights that testing is extremely important as early treatment can prevent the serious health problems, which shows that this gets worse the longer you leave it.
An economic issue of this is funding for sexual health services. This is an issue as it costs alot to fund the STI's and as the UK was out by £200 million in 2016 it leads to more people being injected with STI's as they can't get the treatment. It highlights this in the article when it says how it between 2016 and 2020, it rated health services an extra £363 million. This is a significant economic loss.
An social issue of having an STI could be embarassment of having one. As people feel more judged it may lead to them not getting the treatment and symptoms getting worse. The media article highlights this issue when it explains how 'the media contributes to fear' which is an issue

for people who read stories which have ~~exaggerated the~~ ignored the actual health implications for having an STI.

STI stands for sexually transmitted infections and cause people a great deal of pain. As it can be contracted through sex and you can be unaware of having one due to there being no symptoms, some people realise they have one when it's too late. Therefore as people don't realise or understand the issue it leads to ethical issues of the misuse of mental health issues. ~~This is because it could lead to women having misdiagnosed and not diagnosed having which is highlighted in the article, causing more~~ This is highlighted in the article when it explains how women who bear their child during pregnancy because of it can create a significant negative effect on the women's mental health, such as depression from being a child.

STI's such as chlamydia are also the most common bacterial infection in England.

Testing is especially important as common symptoms of STI's aren't always visible and recognised as dangerous. Women can also often ~~diagnose~~ misdiagnose ~~misdiagnosis~~ symptoms such as itching and irritation, ~~being~~ due to the same symptom caused by a yeast infection or even a new laundry product, it ~~has~~ leaves STI's going unnoticed. This is an health issue as it leaves women not understanding what can cause serious implications in the long run. The article highlights this when it explains how early testing helps to prevent serious health problems and that once tested, which can be done at home, can treat the infection properly.

In the UK, there is a problem with which ~~women consult their~~ men have increased number of ~~cases~~ of syphilis ~~are~~ than women and ~~it's~~ on the rise as the years go on. This is a serious health implication because more and more men are in danger of having the symptoms of syphilis and not getting

treated for it. However, this bacterial infection can be treated successfully with antibiotics if diagnosed early. The symptoms are also more basic which is a positive as it helps they be readily diagnosed without the confusion of not knowing the diagnosis. The article highlights this by using figure 1 to show how in 2018 ~~as~~, just over 7000 men were diagnosed compared to the just over 500 women diagnosed with syphilis in Britain.

Question 3

Explain how different organisations/ individuals influence the STI issue.

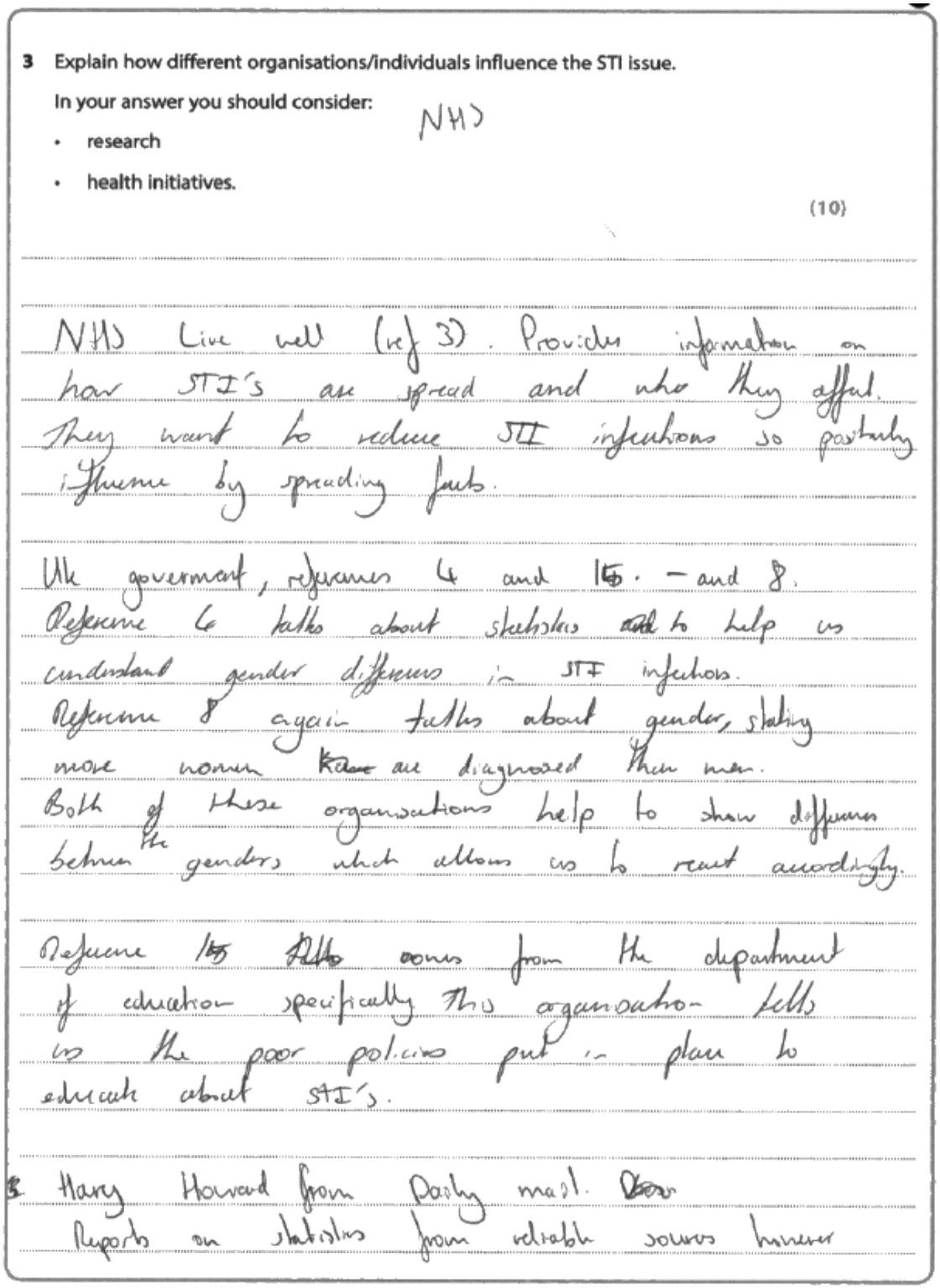
(10 marks)

Learners seemed to find this question the most challenging. Most learners were able to identify the organisations and some of the individuals mentioned in the article and state their role in the issue.
There was good analysis that explored the credibility of sources rather than their influence.
The media, WHO, Government and THT were commonly referred to. Few considered the possible positive influence of the media in raising awareness.

Stronger responses gave support to ideas by using evidence from the article and linking to other data shown in the graphs given. They showed that they understood the influence of each organisation and individual by describing the cause and effect. Weaker responses just stated brief information about each one but made little or no reference to their influence.

Example and justification: *This response was awarded Level 1, 4 Marks.*

The learner has picked out some individuals and organisations.
They have stated brief information about each but little to no mention of their influence. However, there is a comment on the second page to suggest that influence has been considered: "neg influence- fear" and so the response can be awarded 4 marks.



3 Explain how different organisations/individuals influence the STI issue.

In your answer you should consider:

- research
- health initiatives.

NHS

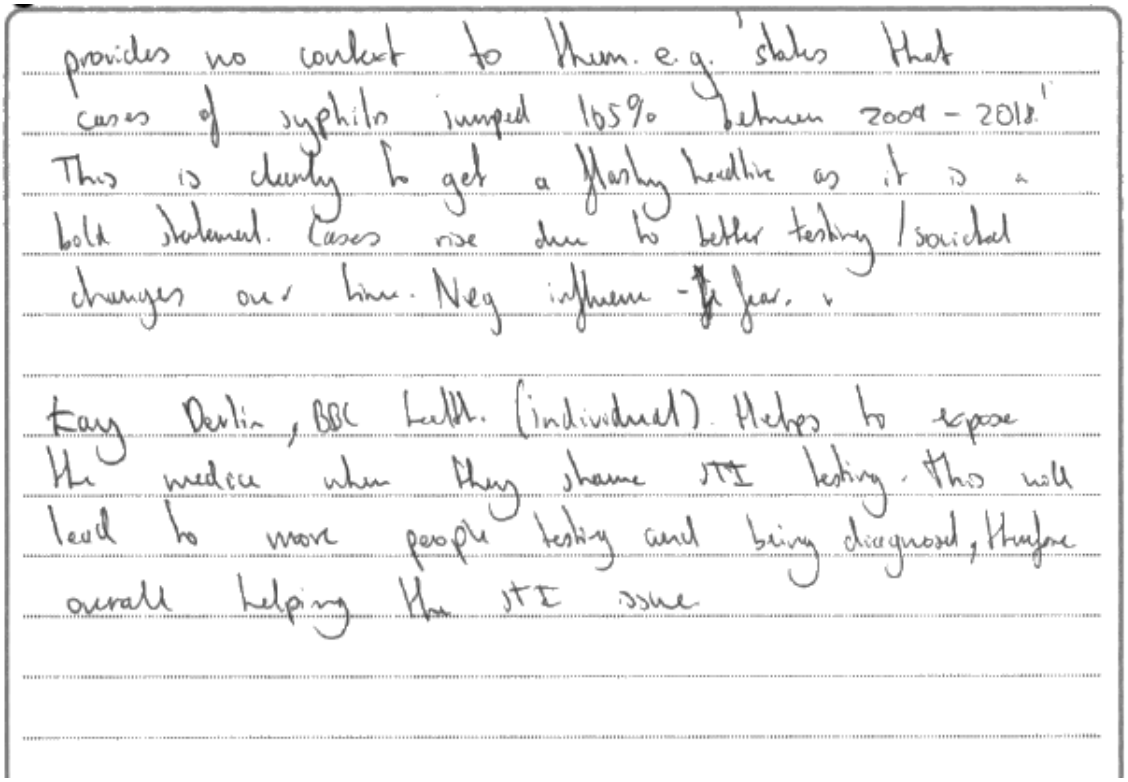
(10)

NHS Live well (ref 3). Provides information on how STI's are spread and who they affect. They want to reduce STI infections so positively influence by spreading facts.

UK goverment, references 4 and 15. - and 8. Reference 6 talks about statistics and to help us understand gender differences in STI infections. Reference 8 again talks about gender, stating more women are diagnosed than men. Both of these organisations help to show differences between the genders which allows us to react accordingly.

Reference 15 talks about from the department of education specifically this organisation tells us the poor policies put in place to educate about STI's.

3. Harry Howard from Daily mail. Reports on statistics from reliable sources however



provides no context to them. e.g. 'states that cases of syphilis jumped 165% between 2009 - 2018.' This is clearly to get a flashy headline as it is a bold statement. Cases rise due to better testing / societal changes over time. Neg influence - ½ year.

Kay Devlin, BBC Health. (individual) Helps to expose the media when they shame STI testing. This will lead to more people testing and being diagnosed, therefore overall helping the STI issue.

Example and justification: *This response was awarded Level 2, 7 Marks.*

There are a number of specific examples from the article- NHS, WHO, sexual health services, BMJ, social media, etc. but generic suggestions of influence are given and so are limited.

It is important to note that learners have not had the chance to research the article outside of sitting the exam and so the learners may not have specific knowledge of the influence of the individuals referred to throughout the article. However, the learners are more likely to have knowledge of the organisations, especially those listed in the specification such as the NHS. Therefore, we need to be realistic about the level of expected knowledge of the influence that the individuals and organisations within the scope of the article can have on the given topic.

3 Explain how different organisations/individuals influence the STI issue.

In your answer you should consider:

- research
- health initiatives.

(10)

One oraanisation that intluences the STI issue is the NHS, the NHS recommends that all pregnant women should be tested for STI at their first prenatal appoint ment this includes thinas such as HIV, chlaymidia, hepatitis B etc. The NHS are a national oraanisation that help provide health care for our society, the NHS influence this issue because they are encouraging more people to get tested so that more women don't aive birth to still borns.

Sexual health services in 2016 in UK were cut by £200 million which again this is going to affect people who are trying to get tested because these services don't have the funds to support these people. social media is something that again intluenced the STI issue because by more people feeling

embarrased of having sti and getting them checked that is affecting more people get treated for the sti that they have and it developing and beccming worse.

The British medical sacrnal is another thing that influences the sti issue because they have noticed how more women talk to their Doctors more about issues that they have, whereas men don't really have the confidence to do that.

The national ~~curriculum~~ curriculum for sex and Relationship education are another organisation that influence the sti issue because in the article it says that this organisation emphasises the risks of stis and the importance of testing they also provide online resources and resources at health centres for women and men to learn about the different actions they can do to protect themselves. The who are another organisation because they are saying estimates that millions of people are getting infected daily. The who is a ~~government~~ organisation which help the health

(Total for Activity 3 = 10 marks)

international

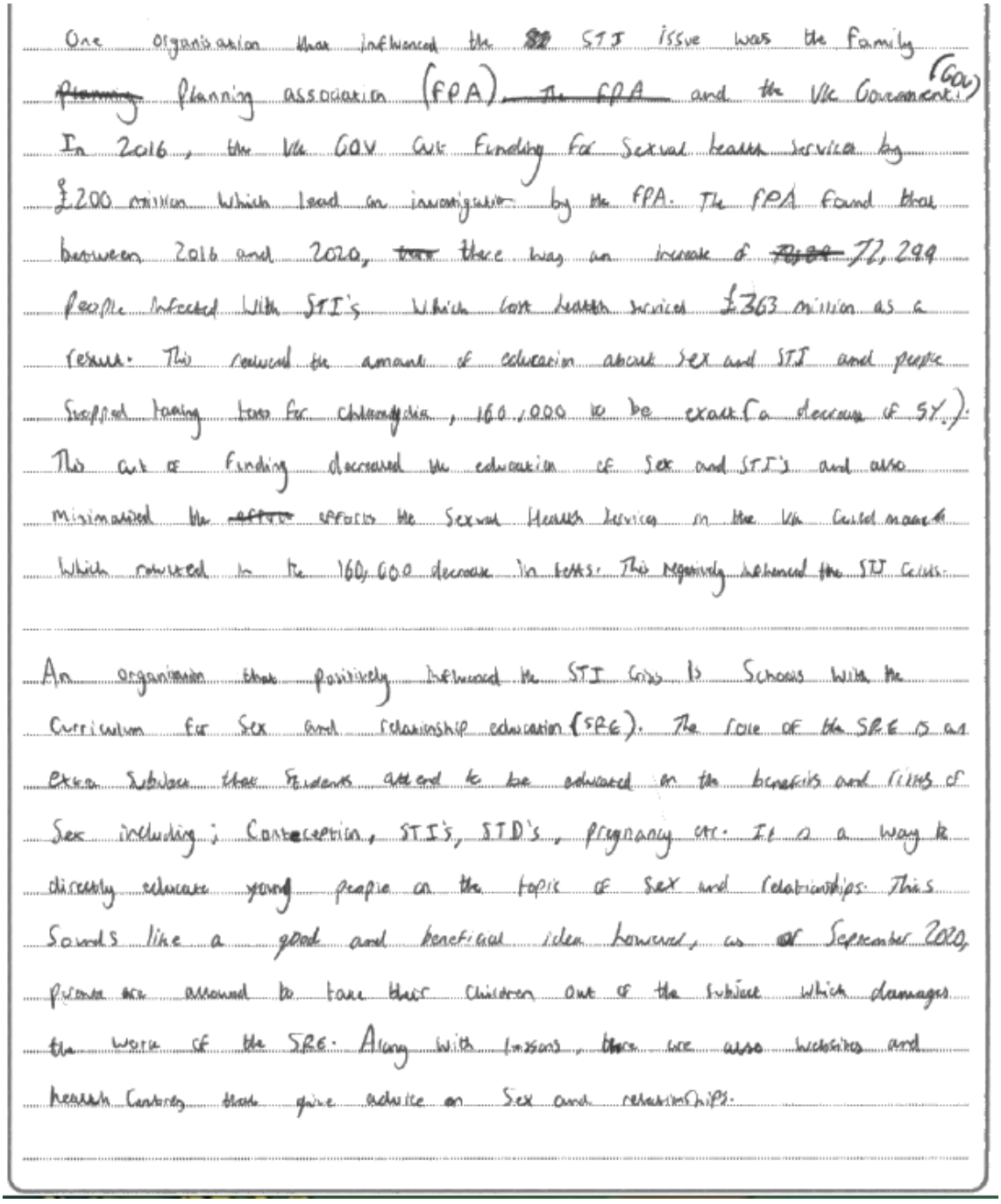
NF000162333

around the world.

19

Example and justification: *This response was awarded Level 3, 10 Marks.*

Only 3 individuals and organisations have been included but, as there is no set requirement for number of sources referenced, the quality of their explanation of the scope of influence gains the higher level.
The learner has supported their ideas about influence with evidence from the article. They have linked government funding cuts to the data in the FPA study, describing cause and effect and displaying an understanding of the influence this source holds.



One organisation that influenced the ~~STD~~ STI issue was the Family ~~Planning~~ Planning association (FPA). ~~The FPA~~ and the UK Government (Gov). In 2016, the UK Gov cut funding for Sexual health services by £200 million which lead an investigation by the FPA. The FPA found that between 2016 and 2020, ~~there~~ there was an increase of ~~70,000~~ 77,299 people infected with STI's which cost health services £363 million as a result. This reduced the amount of education about sex and STI and people stopped having tests for chlamydia, 160,000 to be exact (a decrease of 5%). This cut of funding decreased the education of sex and STI's and also minimalised the ~~effects~~ efforts the Sexual Health Services in the UK could make which resulted in the 160,000 decrease in tests. This negatively influenced the STI crisis.

An organisation that positively influenced the STI crisis is Schools with the Curriculum for Sex and relationship education (SRE). The role of the SRE is an extra subject that students attend to be educated on the benefits and risks of Sex including; Contraception, STI's, STD's, pregnancy etc. It is a way to discreetly educate young people on the topic of sex and relationships. This sounds like a good and beneficial idea however, as of September 2020, parents are allowed to take their children out of the subject which damages the work of the SRE. Along with schools, there are also websites and health Centres that give advice on Sex and relationships.

Finally, another organisation that influences the STI client's position is the NHS. The NHS is the biggest medical organisation in the UK which gives free medical care to all UK citizens in return for tax. The NHS provide advice, resources, tests, medical assistance to people who don't know about STI's, are suffering with an STI or even they have an STI. The NHS also provide free STI tests at prenatal appointments for pregnant women and provide treatment and medication to those suffering with an STI. The NHS itself is technically the main source of all information in Figure 1, 2 and 3 as they record cases, appointments and diagnoses of STI's in the UK.

(Total for Activity 3 = 10 marks)

Question 4

Suggest potential areas for further development and/or research of the STI issue.

(6 marks)

This question was answered quite well by those learners that attempted it. However, many learners did not attempt this question and left it blank, possibly due to learners having been coached to attempt the higher mark questions on the paper first and therefore did not have enough time at the end to complete this question; and/or it may be that learners found this question challenging.

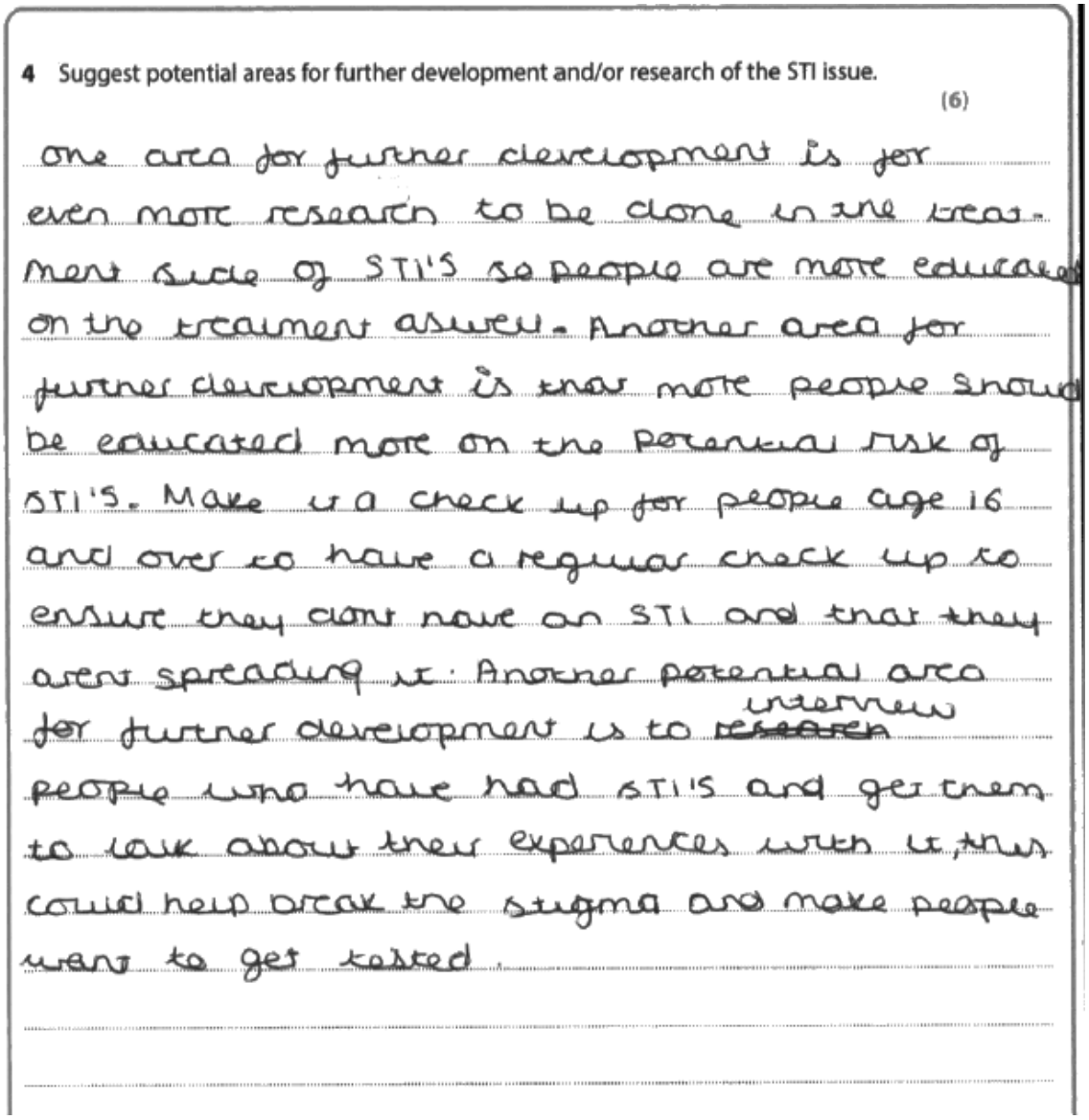
A few learners suggested developments to the original article, which is not the focus of the question. Learners should be directed to suggest areas that could affect the issue, rather than the article. Learners should also try to avoid generic comments regarding 'more research', as this limits the marks that can be awarded.

Most learners could identify at least one area for further development or research. Many responses focused on improving access to or the quality of education or the quality public information. Better answers talked about the role of social media and how it could help. Suggestion of development of new tests and treatments were also a common response, although most responses tended to lack detail. Some suggestion of more data from international sources being needed was also seen.

Better responses explored ideas of further research into other factors affecting the STI issue such as ethnic groups and gender. Weaker responses tended to simply give a list without much development of support from the article.

Example and justification: *This response was awarded Level 1, 2 Marks.*

This is a typical response. Although it appears as prose, the response lists many different ideas which have not been particularly developed or supported.



4 Suggest potential areas for further development and/or research of the STI issue.

(6)

One area for further development is for even more research to be done in the treatment side of STI'S so people are more educated on the treatment aswell. Another area for further development is that more people should be educated more on the potential risk of STI'S. Make it a check up for people age 16 and over to have a regular check up to ensure they dont have an STI and that they arent spreading it. Another potential area for further development is to ~~research~~ interview people who have had STI'S and get them to talk about their experiences with it, this could help break the stigma and make people want to get tested.

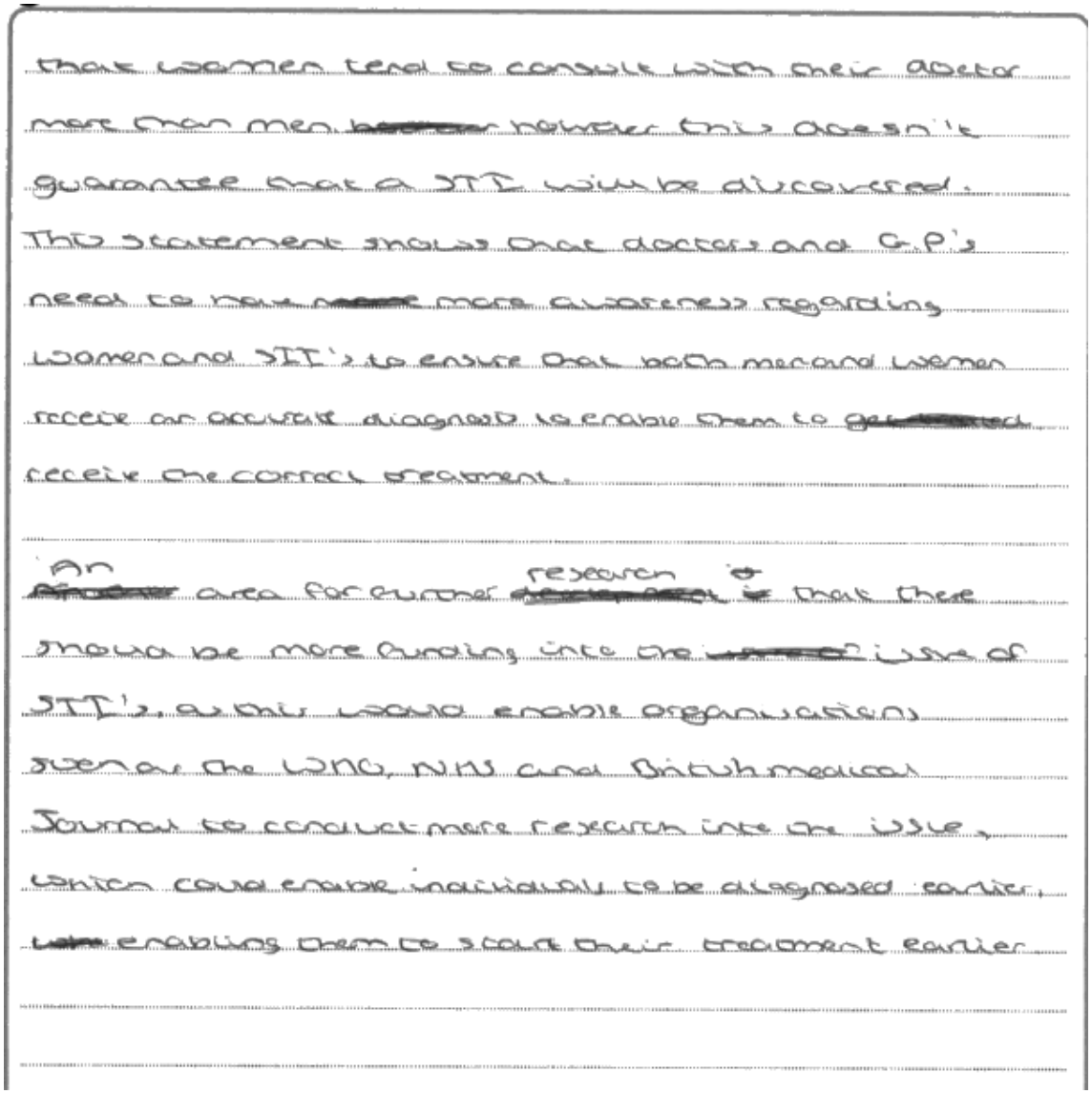
Example and justification: *This response was awarded Level 2, 4 Marks.*

One main idea for development is raising awareness about STI's to remove the stigma.
Although this is only one idea, it has been explained in significant detail and points from the article have been considered.

4 Suggest potential areas for further development and/or research of the STI issue. **(6)**

One area for further development of the STI issue is that there should be more awareness regarding the stigma around sex and STI's. This would help improve the STI issue, because if the stigma of having sexually a transmitted disease is removed, this would remove any fear that individuals have about going to see their G.P or doctor regarding a STI issue. This would then enable more individuals to receive an accurate diagnosis of their condition and receive the correct treatment to ensure that the individuals have the best possible outcome. A way that the stigma of sex and STI's could be removed is by raising more awareness of men's health issue. For both men and women, as individuals may not be aware that women are just as likely, if not more, to develop a STI.

Another area for further development of the STI issue is to ensure that doctors and G.P's are aware of the different STI's and acknowledge that both men and women can be diagnosed with an STI. The study from the British medical Journal in 2010 stated



that women tend to consult with their doctor more than men, however this doesn't guarantee that a STI will be discovered. This statement shows that doctors and G.P's need to have more awareness regarding women and STI's to ensure that both men and women receive an accurate diagnosis to enable them to get treated receive the correct treatment.

An area for further research is that there should be more funding into the use of STI's, as this would enable organisations such as the WHO, NHS and British medical Journal to conduct more research into the issue, which could enable individuals to be diagnosed earlier, enabling them to start their treatment earlier.

Example and justification: *This response was awarded Level 3, 6 Marks.*

The learner has given 3 different ideas. They have supported their ideas with the information and data from the article. The response is developed and descriptive. They have demonstrated detailed knowledge.

4 Suggest potential areas for further development and/or research of the STI issue.

(6)

One area for further research into the STI issue is to carry out a study on a range of people who have or have had an STI to determine the cause of their infection by asking them and knowing numbers. ~~finding~~ Researching how people get infected with an STI could lead to further development of removing STI's from existance. Factors such as; Consensual / unconsensual sex, prostitution, contact of bodily fluids etc could lead to people learning out about their experiences and could to development of new laws, rehabilitation or ~~groups~~ pressure groups.

Another area for further development of the STI crisis is to use topical rehabilitation along with medication depending on the circumstances of their infection. Providing rehabilitation for those who had certain ways of describing an STI and providing only topical medication for others could lead to further development in learning patients with STI's and finding the main root cause of STI's in the UK.

Finally, another area for further research is gaining the data of people who died from STI's from 2009 - 2018. Maybe even from more recent times such as 2018 - 2022. This could show readers of the article the risks of STI's and how not getting regular tests could lead to further development and worse health conditions and even deaths. Showing how common STI's have caused deaths since 2009 or 2018 could make people want to be more careful and aware during sex.

Question 5

A recent news headline said:
STIs are on the rise- everybody should be tested yearly.

You have been asked to write an article for a health magazine discussing the idea that everyone over 16 years old should be tested for STIs every year.

When writing your article, you must consider:
• who is likely to read your article
• what you would like the reader to learn from your article.

(16 marks)

It was evident that some learners attempted the higher mark questions first, rather than working through the questions in order, and so almost all learners had attempted question 5.
This question produced some excellent responses with the majority of learners demonstrating a good level of English and showed an awareness of their audience, writing in an appropriate tone and using the correct terminology.

There were some learners which simply wrote in an article format similar to the one in which they were given. Occasionally there were answers written in the style of a letter, suggesting that the learners had not considered the intended purpose and therefore audience in the question.

Responses were generally able to use data from the article to support their ideas with many quoting and referencing from it.

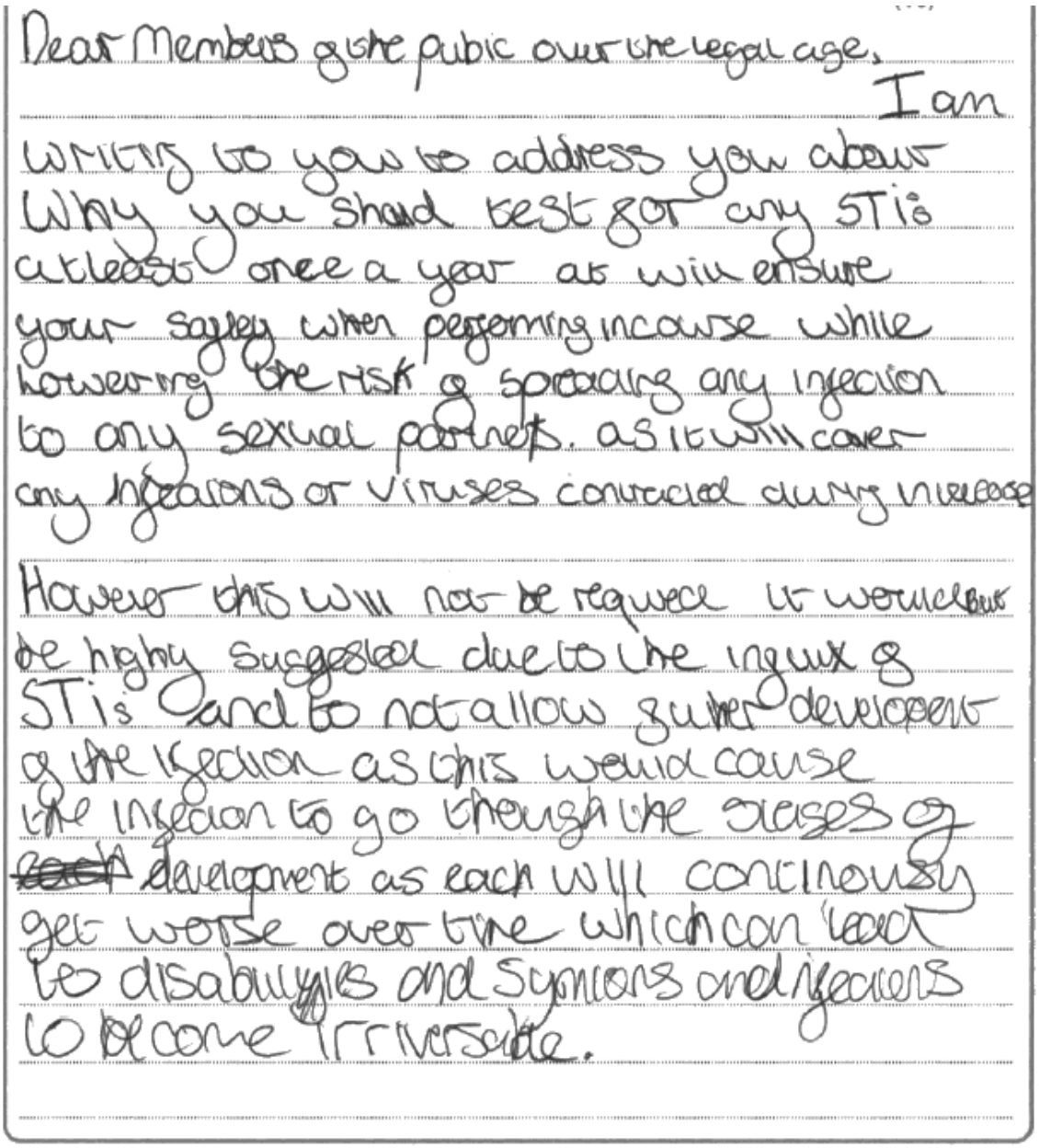
There were responses where the learner did not give balanced viewpoints and were overly focussed on the positives of testing. Weaker responses were overly focussed on informing the reader about the STIs as opposed to the importance of testing.

Many learners took the phrase 'everyone over 16' to mean '16-year-olds' and focused almost exclusively on the issues surrounding testing young people of their own age rather than all adults.
Some responses took account of moral/ethical objections or that not all are sexually active but maybe missed the benefits of universal testing.

Many responses lacked the persuasive element, and some did not link back to what the purpose of their article was – a discussion of the idea that all 16-year-olds should be tested for STI's every year.

Example and justification: *This response was awarded Level 1, 4 Marks*

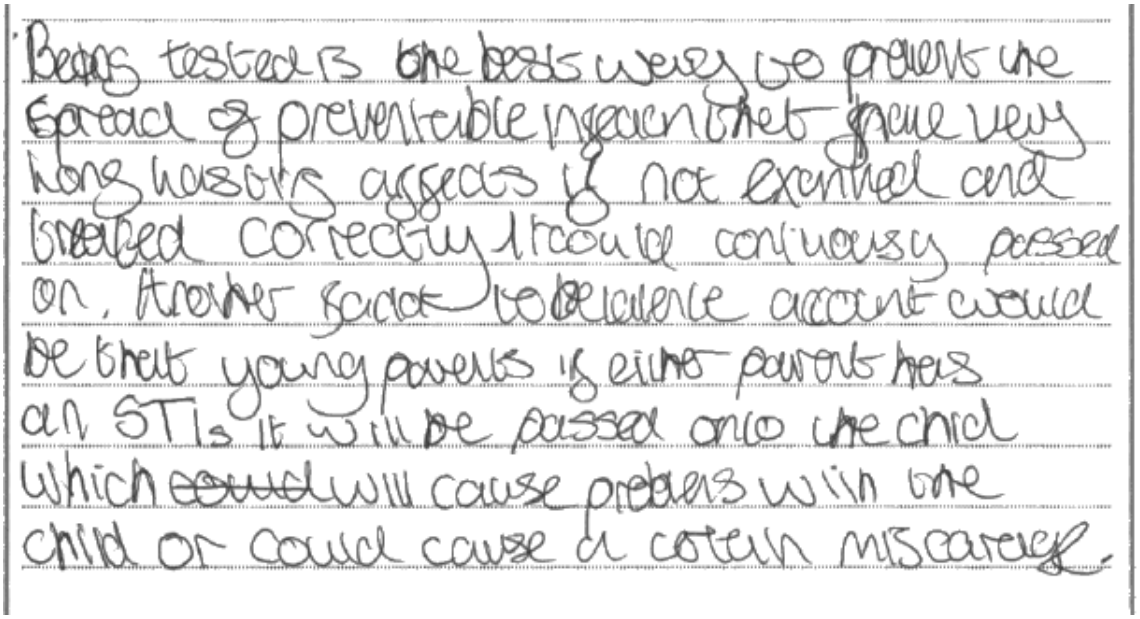
The learner has provided a letter rather than an article - this does not completely limit the marks that can be awarded but does affect the audience trait. Some key information has been included and so trait 1 can be considered to be in band 2. The response is brief, suggesting perhaps that the learner mismanaged their time. Overall, 4 marks can be awarded.



Dear Members of the pubic over the legal age,

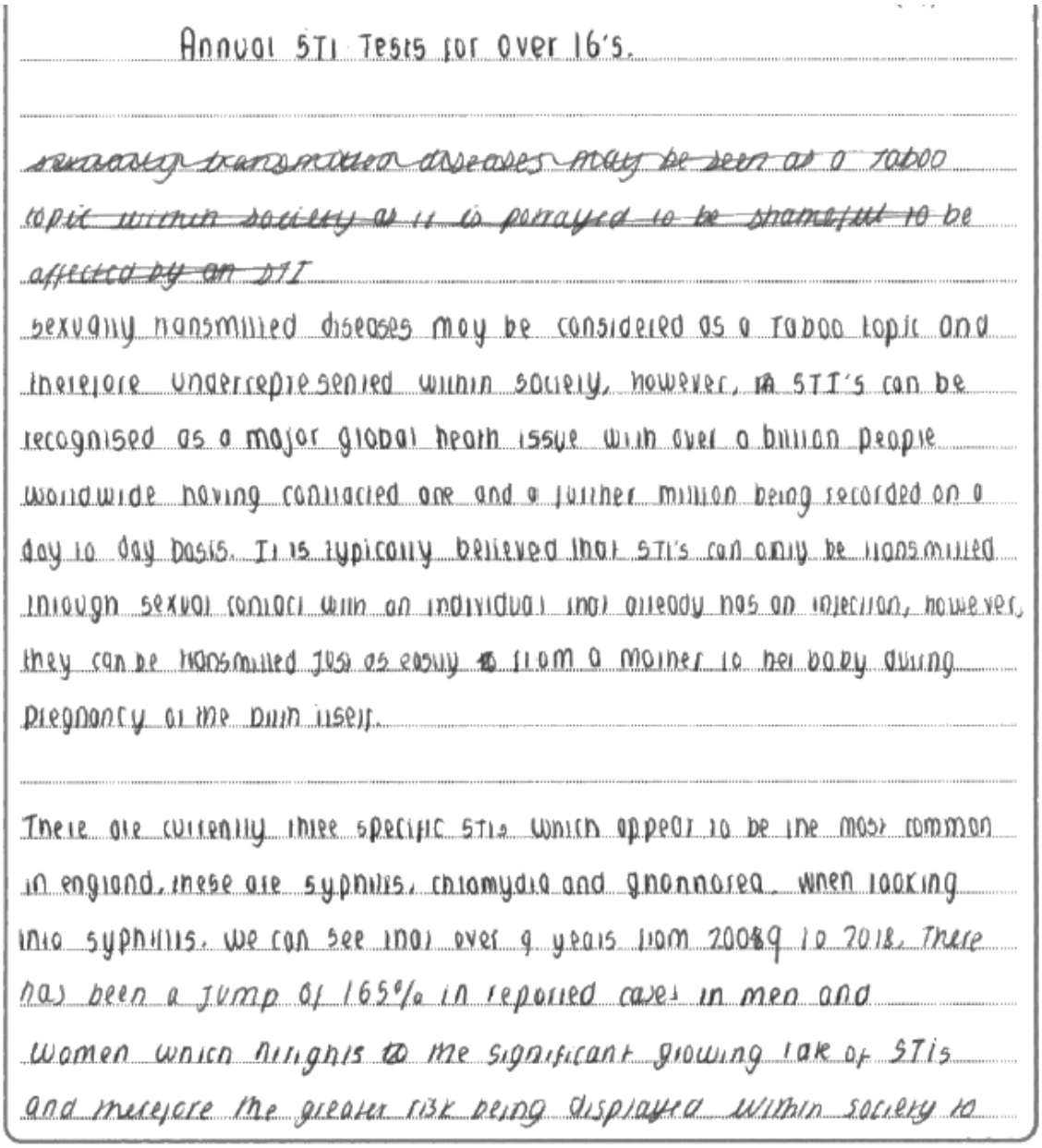
I am writing to you to address you about Why you shuld test for any STIs atleast onee a year as will ensure your safety when peforming incause while lowering the risk of spreading any infection to any sexual partners. as it will cover any infeasons or viruses contracted during intercourse

Howeer this will not be requeed it would be highly suggested due to the influx of STIs and to not allow further developent of the infection as this would cause the infeion to go through the steses of ~~each~~ development as each will continously get worse over time which can lead to disabilyies and symtoms and infections to become irriversible.


Being tested is the best way to prevent the spread of preventable infections that have very long lasting effects if not exerted and treated correctly it could continuously passed on. Another factor to be aware about would be that young parents if either parent has an STIs it will be passed onto the child which could will cause problems with the child or could cause a certain miscarriage.

Example and justification: *This response was awarded Level 2, 7 Marks.*

The response is in the form of an article with the correct tone for a health magazine which demonstrates an awareness of the audience.
There is some summary of the information from the article and data points from the article have been used. Trait 1 could have been in band 3, but the response lacks depth and is not fully persuasive and therefore stays in band 2.



Annual STI Tests for over 16's.

~~sexually transmitted diseases may be seen as a taboo topic within society as it is perayed to be shameful to be affected by an STI~~

sexually transmitted diseases may be considered as a taboo topic and therefore underrepresented within society, however, as STI's can be recognised as a major global heath issue with over a billion people worldwide having contracted one and a further million being recorded on a day to day basis. It is typically believed that STI's can only be transmitted through sexual contact with an individual that already has an infection, however, they can be transmitted just as easily from a mother to her baby during pregnancy or the birth itself.

There are currently three specific STIs which appear to be the most common in england, these are syphilis, chlamydia and gonnorea. when looking into syphilis, we can see that over 9 years from 2009 to 2018, there has been a jump of 165% in reported cases in men and women which highlights the significant growing rate of STIs and therefore the greater risk being displayed within society to

People of all ages. Despite this bacterial infection being easily treated with a course of antibiotics, it can not always be recognised in an individual straight away which overtime can cause the infection to develop and grow to a stage where it presents a greater difficulty to treat. Therefore, by being involved in regular testing, it means that you are not only preventing yourself from becoming significantly ill, you are also keeping [illegible] everyone else you interact with safe from contracting and infection.

Example and justification: *This response was awarded Level 3, 12 Marks.*

The response has structure, with subheadings and a conclusion.
The learner's article provides their own point of view. A number of angles have been considered (particularly in the 'Why 16?' section of the learner's article) - but there is not enough support from the article for level 4.

5 A recent news headline said:

STIs are on the rise – everyone should be tested yearly.

You have been asked to write an article for a health magazine discussing the idea that everyone over 16 years old should be tested for STIs every year.

When writing your article you must consider:

- who is likely to read your article
- what you would like the reader to learn from your article.

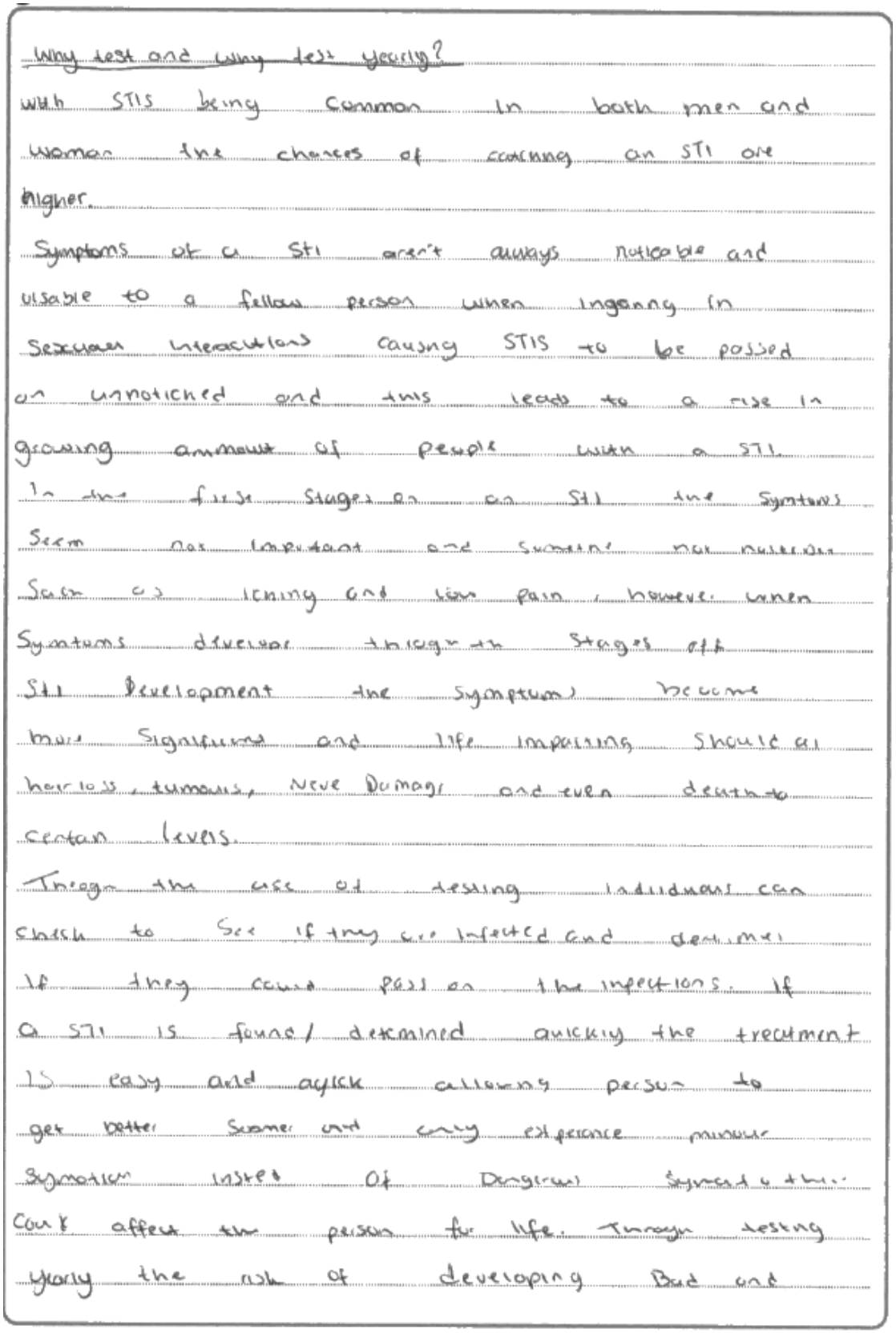
(16)

STIs are rising, should everyone be tested yearly?

~~over~~ STIs on the rise?

over the last years data has shown that people contracting STIs is growing significantly making STI infections much more common. In 2015 over a billion people worldwide had been diagnosed with an STI and current data shows that this number is growing.

STIs are extremely easy to be transmitted through sexual interactions, with the majority of adults and young adults taking part in sexual activities STI are even more common to be passed around increasing the rate of people infected with STIs.



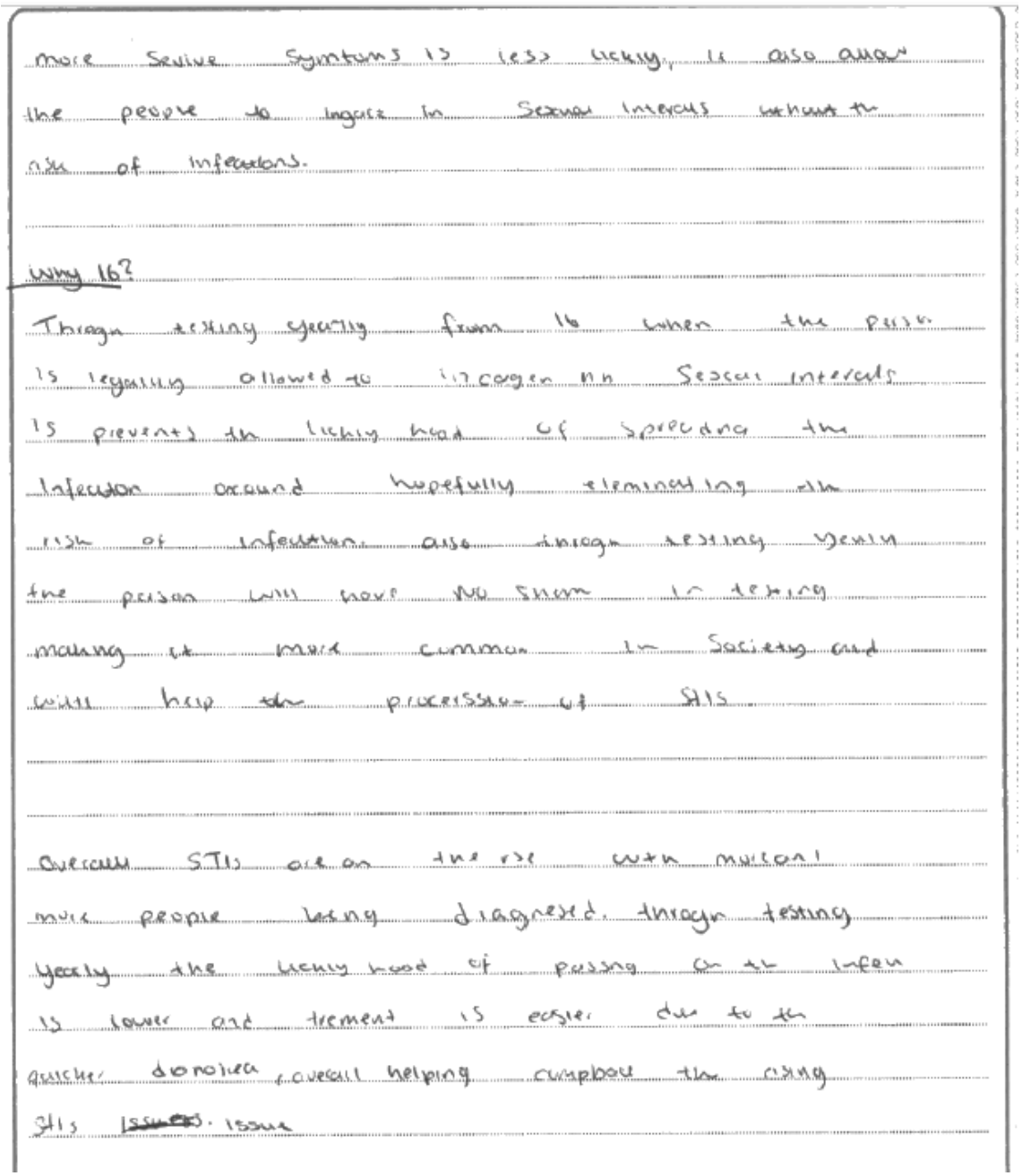
Why test and why test yearly?

With STIs being common in both men and women the chances of catching an STI are higher.

Symptoms of a STI aren't always noticable and usable to a fellow person when ingaing in sexcuses interactions causing STIS to be passed on unnoticed and this leads to a rise in growing ammount of people with a STI.

In the first stages on an STI the Symtoms seem not important and sometimes non existent. Such as itching and low pain, however when Symtums diverse through the stages of the STI development the symptoms become more significant and life impairing should a heart loss, tumours, Nerve Damage and even death to certain levels.

Through the use of testing individuals can check to see if they are infected and determine if they could pass on the infections. If a STI is found / determined quickly the treatment is easy and aglick allowing person to get better sooner and easy experience minimic Symotics instead of Dangerous Symtoms that could affect the person for life. Through testing yearly the risk of developing Bad and



more Serious Symptoms is less likely, it also allow the people to engage in Sexual intercus without the risk of infections.

Why 16?

Through testing starting from 16 when the person is legally allowed to intergen in Sexual intercus is prevent the likely hood of spreading the infection around hopefully eleminating the risk of infection. also through testing young the person will more like to start in testing making it more common in Society and will help the processes of STIs

Overall STIs are on the rise with more! more people being diagnosed. through testing yearly the likely hood of passing on the infen is lower and trement is easier due to the quicker diagnosis, overall helping curtpose the rising STIs issues. issue

Example and justification: *This response was awarded Level 4, 16 Marks.*

The learner has given a persuasive article with a clear aim to reduce the stigma surrounding testing. The learner makes good use of the information from the article to support their opinion. The learner gives a balanced article overall and considers the issue from a number of angles.

5 A recent news headline said:

STIs are on the rise – everyone should be tested yearly.

You have been asked to write an article for a health magazine discussing the idea that everyone over 16 years old should be tested for STIs every year.

When writing your article you must consider:

- who is likely to read your article teens/young adults/interest in health
- what you would like the reader to learn from your article.

(16)

STIs ARE ON THE RISE - GET TESTED.

Introduction.

Sexually transmitted infections (STI) are exponentially increasing, causing panic, however it's been proposed that everybody over the age of 16 should be tested yearly. How realistic is this?

First, the facts -

STIs are on the rise, it's a fact presented many times, either by the WHO estimating "over a1 billion new infections daily" or by the Mail online reporting 'Super Gonnorrhoea', they are increasing. STI's are usually harmless if caught early and treated, however late stage syphilis can be fatal (20ish years after infection) and late stage/untreated Chlamydia can lead to pelvic inflammatory disease (infection of reproductive organs in women) and chronic pain. Probably the biggest contributer to the increase in STI's is the stigma surrounding it, discouraging testing and treatment at the first symptoms, so would obligatory testing eliminate this?

YES!

Obligatory annual testing of over 16's is a fantastic idea for decreasing late diagnoses, early treatment and raising awareness. By everyone collectively testing and it becoming a common

thing. It's normalised. This is great because it allows for people to feel less shame around sex and sexual health and encourages them to look out for symptoms. Knowing your status is also beneficial as you know to use a condom or some kind of barrier method in order to prevent spread, possibly ebonishing the disease altogether. HOWEVER...

With the blow of a £200 million cut to funding in sexual health services, how are we to fund tests for everybody over 16 in Britain, plus treatment for those with a positive test. We cannot afford to fund such an endeavor and people unwilling to partake would not be successful if you had to pay for the test, cancelling the whole idea completely. It may also be a waste of materials, with not everyone being sexually active, and ethical issues arise if we only open it to those who are, for example, someone who has been raped may not want to get a test in order to not display themselves as 'sexually active', it's just not realistic.

THE CURE TO THIS ISSUE?

The truth is- there is no obvious cure. The money that would potentially be used for this scheme could be directed into research developing vaccines for STI's ~~possibly~~? or into making condoms cheaper and plastic free?, but there must be another way. The easiest solution is to not be ashamed. Get tested, know your status and tell everyone to do it too. Prove it's nothing to be embarrassed of and let them know the signs, symptoms and how to fix it. Syphilis is harmless at the first symptoms of a chancre, and chlamydia only causes painful urination and atypical discharge. They are both treated with antibiotics and can be sorted in a week.

In conclusion...

I'll leave you with this - sex is not shameful, embarassing or dirty, STI's are none of these things either. To save taxpayers and the NHS money and time, get tested and own it. (Did you know over half of locals in the wild have chlamydia? They're adorable ~~ugh~~, therefor it cannot be shameful).

Summary

Based on their performance on this paper, learners should consider the following for each question.

Question 1

The key focus of this question is the validity of the judgements being made by the article, so learners must identify what the conclusions are and whether these are justified and supported. While learners need to be clear about validity and reliability, they must be able to recognise and articulate the evidence for this within the article.

Learners could consider the following:

- Support for the ideas in the article;
- Contradictions or errors;
- References;
- Expertise of the named individuals and organisations;
- Bias within the article;
- Sample size and detail in the data.

The question requires a discussion therefore positives and negatives must be drawn out.

Learners should try to avoid reliance on generic statements such as the number and currency of references.

Question 2:

Learners should clearly establish the scientific issue/issues before examining evidence from the article for the implication areas. Where applicable learners should consider the ethical, social, economic and environmental factors related to the issue, but if a factor is not relevant then they do not have to cover all types of factors to gain full marks. Instead, they can give several factors for each relevant area.

Responses that simply take an implication-by-implication approach are unlikely to show links to and between implication areas.
Although a high number of marks are allocated to this question, learners must be careful to manage their time so that they do not spend too long on this question.

Question 3:
Learners must provide more depth than simply provide a list of organisations/individuals mentioned in the article.

Responses need to consider how wide and deep the organisation or individual's sphere of influence is in respect of the scientific issue. Consideration of a range of different organisations or individuals will allow learners to discuss different viewpoints and motivations.

Learners would only be expected to use the information from the article, but they may have some personal knowledge of organisations listed in the specification, such as the NHS – they can include this as it would develop their response.

Question 4:
Identification of areas for further research or development within articles is a good starting point, but learners must be able to extrapolate from this within their own suggestions and ideas. Learners can be creative using the lines of argument from the article. A bullet point list can be used to give several relevant suggestions, but this is likely to be low scoring. Focusing on two or three ideas with reasoning, such as how the development could affect the issue, with support from the article for its relevance and detail of how the research or development could be conducted is likely to score higher marks.

Although this 6-mark question has the least marks available in the paper, learners should still allow time to complete it and not leave it blank, if possible. This enables the learner to demonstrate the full range of skills expected from the unit.

Question 5:
Learners need to respond to the format of the evidence required by the question e.g., a report would generally be expected to have a title, introduction/background, discussion, and conclusion/recommendation, a letter could have a more conversational tone but should be suitable for the recipient and purpose. However, letters should not contain any personal information, e.g., address, and do not have to be signed by the learner.

Responses need to consider the target audience. Some key considerations are who is the audience, what is relevant to the audience, what is the level of understanding of the issue, what should

be the tone that they are addressed in, and should the evidence be advising or informing.
Learners must be careful to manage their time throughout the paper to ensure that they have enough time at the end to provide a response to this question.

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